

Too Many Types of Titles

Purpose

Students will use underlining, quotation marks, or italics to identify titles of documents.

Materials

For the teachers: poster board, scissors, marker

For the students: copies of Black Line Masters (BLMs) *Title Teamwork* and *The Title of What?*, computer with word processing software

Activity

A. Pre-Activity Preparation

1. Write out the sentences from the BLM *Title Teamwork* on poster board.
2. Cut each sentence into three or four pieces.

B. Pre-Activity Discussion

1. Tell students that they will practice underlining and using quotation marks and italics to identify the titles of documents.
2. Write the following rules on the chalkboard:
 - “Underline the titles of long works like (blank), (blank), and (blank). When you use a computer, use italics instead of underlining.” [answers: books, magazines, and newspapers]
 - “Use quotation marks around the titles of shorter works like (blank), (blank), (blank), and (blank).” [answers: articles, stories, poems, and songs]
3. Help students guess the categories that go in the blanks by giving them specific examples from each category.
4. Ask students to provide one example of each type of title and to describe how they would punctuate those titles. Write the answers on the chalkboard.

C. Find Some Titles

1. Break the class into six groups. Give each group a copy of the BLM *Title Teamwork*.
2. Instruct each group to appropriately punctuate the titles in the sentences.
3. Each group will then work together to type the sentences on word processing software, italicizing or using quotation marks as necessary.

Technology Literacy Standards

	I	II	III	IV	V	VI	VII
1	X						
2	X			X			
3							
4							
5							
6							
7							
8				X			
9							
10				X			
11							
12							
13							
14							
15							
16							

X = This Technology Literacy Standard is addressed in this lesson.

= This Technology Literacy Standard is not addressed in this lesson.

Activity (continued)

4. After all groups are finished, hand each group the pieces of one sentence.
5. Ask each group to come to the front of the room to display its sentence and then write it on the chalkboard, including the appropriate punctuation.
6. Have each group hand in their word-processed sentences so the teacher may check the accuracy of the italics and quotation marks.

D. Apply What Students Have Learned

1. Give each student a copy of the BLM *The Title of What?*
2. Point out that the BLM has two different sections and that the students need to refer to the directions for each section.
3. Have students complete the BLM *The Title of What?* and discuss the answers with the class.

Questions for Review

Basic Concepts and Processes

During the activity and when reviewing the BLM, discuss the following questions with your students to assess their understanding of the Standard Indicator:



How do you punctuate the title of an article in a newspaper?



How do you punctuate the title of the newspaper?



How do you know when to underline the title or use italics?



How do you know when to use quotation marks?

Name: _____

TITLE TEAMWORK



Directions: Use underlining or quotation marks to punctuate these sentences correctly.

1. Do you know anyone who reads The Indianapolis Star?
2. Twinkle, Twinkle Little Star is my teacher's favorite.
3. My sister gets Highlights in the mail and reads it from cover to cover.
4. We sang the Star Spangled Banner at the basketball game.
5. Have you read Charlotte's Web by E. B. White?
6. Will you tell me your version of The Three Little Pigs?

TITLE TEAMWORK

Teacher Directions

Divide the class into six groups. Give each group a copy of the BLM *Title Teamwork*, and tell students to work together to punctuate the sentences correctly.

Answer Key

1. Do you know anyone who reads The Indianapolis Star?
2. “Twinkle, Twinkle Little Star” is my teacher’s favorite.
3. My sister gets Highlights in the mail and reads it from cover to cover.
4. We sang the “Star Spangled Banner” at the basketball game.
5. Have you read Charlotte’s Web by E. B. White?
6. Will you tell me your version of “The Three Little Pigs?”

Name: _____

The Title of What?



A. Directions: Use underlining or quotation marks to punctuate these sentences correctly.

1. Carlos wrote a poem about a family of penguins called A Formal Family.
2. Have you read William Armstrong's book, Sounder?
3. My aunt found a new job in the classified section of The Denver Post.
4. Do you know how to sing America the Beautiful?
5. Colby's mom just got him a subscription to Ranger Rick.
6. In the Chicago Tribune, I read an article titled Build the Best Bird House.

B. Directions: Complete the sentences below, using correct punctuation for the titles you choose.

7. I like to sing the song _____

8. I am going to write a book and the title will be _____

9. If I could subscribe to any magazine, it would be _____

10. My favorite poem is _____

The Title of What?

Teacher Directions

At the end of the activity, distribute one copy of the BLM *The Title of What?* to each student. Point out to students that the BLM has two sections.

For section A, instruct students to use underlining or quotation marks to punctuate the sentences correctly.

For section B, tell students to complete the sentences and use correct punctuation for the titles that they choose.

Answer Key

A.

1. Carlos wrote a poem about a family of penguins called “A Formal Family.”
2. Have you read William Armstrong’s book, Sounder?
3. My aunt found a new job in the classified section of The Denver Post.
4. Do you know how to sing “America the Beautiful?”
5. Colby’s mom just got him a subscription to Ranger Rick.
6. In the Chicago Tribune, I read an article titled “Build the Best Bird House.”

B.

Students’ answers will vary for 7 through 10. Be sure that they have used an appropriate title as specified in the sentence and have punctuated the titles correctly.